DOCUMENT RESUME

ED 058 656 EA 004 027

TITLE	Policies for Improving Board-Superintendent Relations. Educational Policies Development Kit.
INSTITUTION	National School Boards Association, Waterford, Conn. Educational Policies Service.
REPORT NO	Cat-71-12
PUB DATE	Feb 71
NOTE	30p.
AVAILABLE FROM	National School Boards Association, State National Bank Plaza, Evanston, Illinois 60201 (Kit #71-12, 1-3 kits $2.00, quantity discounts)
EDRS PRICE	MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	*Administrator Evaluation; Administrator Qualifications; Administrator Responsibility; Administrator Selection; *Board Administrator Relationship; *Board of Education Policy; Boards of Education; *Guidelines; Superintendent Role; *Superintendents

ABSTRACT

This report provides board policy samples and other policy resources on boardboard-superintendent relations. The intent in providing policy samples is to encourage thinking in policy terms and to provide working papers that can be edited, modified, or adapted to meet local requirements. Topics covered in the samples include superintendent qualifications, duties, recruitment, appointment compensation, and evaluation. Working guides for contracts and evaluations are also provided. (Author/JF)

ED 058656

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Educational Policies Development Kit

a component of the Educational Policies Service

EA 004 027

1

NSBA

NATIONAL SCHOOL BOARDS ASSOCIATION

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Policies for Improving
BOARD-SUPERINTENDENT RELATIONS

Cat. no. 71-12 *February, 1971*

This is the first in the 1971 series of six kit-booklets issued to help school boards develop written policies in key subject areas. All policy samples and other policy resources reproduced herein have been selected from the files of the Policy Information Clearinghouse of the National School Boards Association's Educational Policies Service (EPS/NSBA) and coded to the EPS/NSBA policy codification system.

The intent in providing policy samples is to encourage thinking in policy terms; to provide "something to start with"--working papers to be edited, modified, or adapted to meet local requirements. Administrators of EPS/NSBA member organizations should file this booklet for continuing reference in their master copy of the Educational Policies Reference Manual.

These materials are disseminated for information only and do not necessarily reflect official viewpoints of the National School Boards Association.

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EPS/NSBA POLICY INFORMATION CLEARINGHOUSE
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2

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EPS File: CE
Board-Superintendent Relations

Introduction

There is a necessary tension built into the school board-school superintendent relationship. This tension should not be feared. It should be harnessed so that the good of the local schools may be advanced.

The tension we speak of results from the fact that public education today desperately needs strong school boards and strong school superintendents. It needs board members and administrators who are intelligent, creative, sensitive, imaginative--and courageous. These are the qualities of leaders, not followers.

The tension can be easily dispelled if one of the parties agrees to get in the back seat and stay there. But education can not be served by back-seat school boards or school superintendents. It is served only when each party plays its proper leadership role properly.

School boards today are expected to serve as firm and forward-looking policymaking bodies.

School superintendents today are expected to serve as strenuous and resourceful implementers of policy--as professional school executives in the best sense of the term.

Obviously, there must be a good working relationship between the governing board and its executive if the school district is to forge ahead. It is one of the functions of written policies to harness this relationship so that it serves education's and the public's best interests. Such policies formalize understandings between the board and its superintendent. They delineate the separate leadership roles each is to play. And they facilitate greatly both the overall governance of the schools (the board's job) and the school district's day-to-day management (the superintendent's job).

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Trouble always threatens in any area where the board has not made the effort to legitimate its decisions in policy language. The danger is especially great in the vital areas concerning board-superintendent relations.

If a district has no policies the superintendent must work from an extremely awkward position--out on a limb. And it's a limb that can be sawed off any time by the school board which has unfairly claimed the right to second-guess its executive any time it wants to on any matter.

"Let's-get-the-Superintendent"

There's the danger, too, that the administrator may find himself unintentionally circumventing the board or even usurping its authority. Or he may find it tempting to work through a power bloc on the board or a clique instead of with the board-as-a-whole.

There's also the danger of board members becoming unwittingly involved as "assistant superintendents." (And morale and efficiency always suffer when board members interfere with matters of routine administration and supervision.) Boards without policy also have a way of splitting into "pro-superintendent" and "anti-superintendent" factions. It's much easier to play "let's-get-the-superintendent" when there are no guiding policies that establish in writing the accountability of board and superintendent.

In other words, it's a messy situation.

Writing in the January, 1971, issue of the Ohio School Boards Journal, Robert E. Wilson of Kent State University urged school boards and superintendents to close ranks. "There is enough divisiveness already among those directly concerned with educating our youth," he said. "And you can count on certain forces trying to split and divide the elements still further. If the two top echelons who are accountable for the entire operation can't work as a team through a mature and efficient division of labor, then the worst predictions about the future of the public school system may be realized."

THE ONE STRONG THREAD...

"Of all the thousand and one threads woven into the educational fabric, none is more critical than a strong line of communication based upon mutual trust and mutual understanding between the board and the superintendent."
--H.L. Pierson in Shaping the Schools: A Guide to Boardmanship, New Hampshire School Boards Assn.

Policies, added Dr. Wilson, are the first instruments for closing the ranks between boards and administrators and for linking their leadership potential.

Underlying Principles

This kit provides a sampling of policy exhibits covering the major EPS/NSBA descriptors concerning the superintendent, his duties, his working conditions, and his relationship with his board. All the policies reproduced herein are in harmony with certain underlying principles that have been long advocated by leaders both in professional education and in the "school board movement." It is well, in this context, to restate some of these principles. The listings that follow are "expectations" of the board and the superintendent as abridged from Selecting a School Superintendent, a joint publication of the American Association of School Administrators and the National School Boards Association.

What the board may expect of the superintendent:

. That the superintendent serve as its chief executive officer and that he serve the board in all matters as its professional advisor.

. That the superintendent recommend appropriate policies for the board's consideration and that he implement and execute all policies adopted by the board.

. That the superintendent keep the board fully and accurately informed about the school program.

. That the superintendent interpret the needs of the school system and that he present his professional recommendations on all problems and issues considered by the board.

. That the superintendent devote a large share of his thought and time to the improvement of instruction and that he be alert to advances and improvements in educational programs, wherever they may be found.

. That the superintendent lead in the development and operation of an adequate program of school-community relations.

. That the superintendent participate in community activities.

. That the superintendent use great care in nominating candidates for appointment to the school staff.

. That the superintendent recommend for purchase equipment, books, and supplies that are appropriate to the purposes and needs of the school system.

. That the superintendent present for its consideration an annual budget that is designed to serve the needs of the school system and that he establish and operate the financial operations of the school district to ensure adherence to budget provisions and the wise use of school funds.

What the superintendent may expect of the board:

. That the board assist the superintendent with counsel and advice, giving him the benefit of its judgment, business experience, and familiarity with the local school system and the community.

. That the board consult with the superintendent on all matters concerning the school system which the board is considering or about which it proposes to take action.

. That the board delegate to the superintendent responsibility for all executive functions, refrain from handling directly any administrative details, and give the superintendent authority commensurate with his responsibilities.

. That the board make all employees of the school system responsible to the superintendent, refrain from any direct dealings with any of them, and require and receive all reports from them through the superintendent.

. That the board refer all applications, complaints, and other communications, oral or written, to the superintendent, except when such may come to the board, in meeting, on appeal from decisions of the superintendent.

. That the board provide adequate safeguards for the superintendent and other personnel so that they may perform their proper functions on a professional basis. (This involves, particularly, supporting the superintendent in his efforts to protect the personnel and the schools from individuals and organizations seeking to exploit the schools for selfish reasons.)

. That the board support the superintendent loyally and actively in all decisions and actions conformable to proper professional standards and the announced policy of the board, and accept full responsibility for administrative acts authorized by, or resulting from, the policies of the board.

. That the board hold the superintendent strictly responsible for the administration of the schools, require him to keep the board fully informed at all times, through both written and oral reports, review and appraise the results of his work, and inform him when any methods or procedures do not meet with the approval of the board.

Regarding the "expectation concerning dismissal, the AASA-NSBA publication uses these words:

> "If, after fair and impartial appraisal and due admonishment, the board is convinced that the superintendent's services do not meet with its approval, to notify him kindly and courteously and as far in advance as possible, in accordance with board policy and the legal requirements of the state, that a change must be made; and to replace him with a carefully selected new superintendent."

. . . . .

A few short decades ago--back in the 1930s and '40s--school boards and school administrators could conduct school business from what one noted educator has called "a lofty pinnacle of power."

"School boards laid down the law to one and all," recalls Natt B. Burbank, a former president of the American Association of School Administrators who is now an education dean at Lehigh University. "They were in the saddle and few dared to yap at their stirrups."

The superintendent was similarly authoritarian. "The top school man related well to the handful of silent people who controlled the town. There was no thought that the structure of school power might be shaken or even destroyed."

But the pinnacle of power has been shaken and other forces are ready and willing (and able?) to take over the control of education. "We can fight among ouselves while the house burns down around us," says Dr. Burbank. "Or we can come out fighting, shoulder to shoulder, for better schools."

Written policies on board-superinendent relations represent the vital first step in tooling up for the kind of leadership the '70s require.

--William E. Dickinson
Director, EPS/NSBA

GENERAL ADMINISTRATION GOALS AND OBJECTIVES

The purpose of school administration is to help create and to foster an environment in which pupils can learn most effectively. All administrative duties and functions should be appraised in terms of the contribution that is made to better instruction and more effective learning, which will result in the development of worthwhile citizens who have the ability to think and who are capable of using their abilities wisely. One of the most important single responsibilities that rest upon the Administration is to select good teachers who will discover and develop abilities in pupils which might otherwise remain dormant.

The Superintendent of Schools, like the president of a corporation, must shoulder much of the responsibility for the success or failure of his organization. He should possess those qualities of leadership which motivate all members of his staff to work for the improvement of the educational program. It is his responsibility, under the direction of the school board, to mobilize and coordinate all available resources in the development of an educational program designed to stimulate the best effort in all pupils.

SOURCE: Richmond City Schools, Richmond, Va.
DATE: Revised 6/12/67

(See Overleaf)

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GENERAL SCHOOL ADMINISTRATION GOALS AND OBJECTIVES

The administrative organization shall be planned to implement the philosophy of the District to provide a superior educational opportunity for every student.

SOURCE: Evanston Township High School District #202, Evanston, Ill.
DATE: 1970

* * * * *

We believe that in order to provide the type of educational program necessary to meet the needs of all the students of Hardy County the Board must first secure a far-sighted superintendent who has the primary responsibility to provide the professional leadership the school district demands. The Board, superintendent, and his administrative assistants have the primary responsibility for designing an organization which can effectively achieve the purposes for which the Hardy County School System was organized. In the educational organization the administrative staff is expected to provide the school district employees with the time, materials, resources, working conditions, and inspiration which they need to fulfill their organizational obligations.

SOURCE: Hardy County Board of Education, Moorefield, W. Va.
DATE: 9/1/70

* * * * *

We believe that the Board of Education, in fulfilling its responsibility for the education of youth in the Sublette community, must provide for strong and capable leadership in the schools. Since the primary responsibility of the Board is for the development of policy rather than for its administration and implementation, the Board shall employ, in addition to those administrators required by state law and by regulations of the State Board of Education, such administrators as it shall determine to be necessary to effectively administer the educational program of the Sublette schools.

SOURCE: Unified School District #374, Sublette, Kansas
DATE: 5/4/70

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SCHOOL SUPERINTENDENT

The Superintendent shall be the chief executive officer of the school system and shall have, under the direction of the Board, general supervision of all of the public schools and of all the personnel and various personnel departments of the school system. The Superintendent is responsible for the management of the schools under the Board policies, and is accountable to the Board.

The Superintendent, in his discretion, may delegate to other school personnel the exercise of any powers and the discharge of any duties imposed upon the Superintendent by these policies or by vote of the Board. The delegation of power or duty, however, shall not relieve the Superintendent of responsibility for the action taken under such delegation.

SOURCE: Greenwich Board of Education, Greenwich, Conn.
DATE: 12/70

(See Overleaf)

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SCHOOL SUPERINTENDENT

The Superintendent of the Chardon Public Schools is held accountable to the Board of Education for all aspects of administering the school system under the policies adopted by the Board. Since division of labor is essential for managing a large organization, it is expected that the Superintendent will delegate portions of the administrative tasks to building principals and appropriate central staff officers under written job assignments. The responsibility for their performance is not considered a delegable function. By the same token, it is presumed that the responsibility for all activities within any building during school hours belongs to the designated head of that unit who is deemed accountable only to the Superintendent. Despite this essential fixing of accountability, we see not major conflict between <u>authority</u> and appropriate <u>shared decisionmaking</u> within an organization.

We view the Superintendent's position in the Chardon school system in a triple capacity: executive of the Board, leader and accountable officer for all personnel of the system, and liaison between those personnel and the Board. Because of the extreme responsibility assigned to this officer under these statements, the selection of the proper person for the post is the most important task the Board performs after its development of policies. Under these statements of belief, he is the only person in the system with whom the Board normally needs to be directly involved in decisions regarding appointments of personnel. And because we believe the total responsibility for the administration of the school system should rest with the Superintendent, the Board has the responsibility for developing a systematic means of evaluating his effectiveness in implementing the objectives expressed in policies, as he has for evaluating the effectiveness of all personnel accountable to him.

SOURCE: Board of Education, Chardon, Ohio

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SCHOOL SUPERINTENDENT QUALIFICATIONS

The Superintendent of Schools shall:

1) Possess a superintendent's credential which is valid in the state of Washington;

2) Have earned at least a master's degree from an approved institution of learning with graduate study in educational administration. Although a doctorate is not required, work toward the degree is considered desirable;

3) Have had at least five years of successful experience in teaching and in the administration of schools;

4) Have established himself as an educational leader in the profession through active participation in a variety of areas.

SOURCE: Shoreline Schools, Seattle, Wash.
DATE: 2/2/70

(See Overleaf)

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SCHOOL SUPERINTENDENT QUALIFICATIONS

The Superintendent of Schools shall have earned a master's degree in administration from an approved institution (and preferably have completed at least one year of graduate study beyond the master's degree) and shall meet all legal and state education department requirements for certification. He shall have a background of successful experience in public school teaching and administration. Candidates for the position of Superintendent of Schools should also possess these additional qualifications:

(1) have the ability to make decisions; (2) have knowledge, skills, and understandings of the purposes and processes of education; (3) have the ability to take the initiative and to stimulate others to drive toward educational goals; (4) have the ability to select and to improve personnel; (5) have the ability to communicate with others; (6) have a disposition that lends itself to cooperation with professional, noninstructional, and community groups; (7) have good health; (8) be of an age that will allow him to actively and vigorously pursue the duties of his position; (9) demonstrate effectively the ways of leadership; (10) have impeccable character traits of the highest order.

SOURCE: Blytheville Public Schools, Blytheville, Ark.

* * * * *

The Superintendent of Schools shall hold or be qualified to hold a Colorado Administrative Certificate for the position of superintendent. He shall have a Master's Degree with sufficient advanced credits in school administration to qualify for the position. He shall have established himself as an educational leader.

SOURCE: School District #1, Englewood, Colo.
DATE: 1/68

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SCHOOL SUPERINTENDENT DUTIES

The responsibilities of the Superintendent of Schools shall be:

1) To serve as executive head of the entire school system in charge of both educational and business functions;

2) To administer the development and maintenance of a positive educational program designed to meet the needs of the community and to carry out policies of the Board of Directors; to initiate matters of educational policy and to make definite recommendations thereon; to keep abreast of the best educational developments and advice regarding changes in policies;

3) To recommend the number and types of positions required to provide proper personnel for the operation of such a program;

4) To recommend policies on organization, finance, instruction, school planning, and other functions of the school program;

5) To nominate for appointment, to assign, and to define the duties of all personnel, subject to approval of the Board of Directors;

6) To supervise the preparation of the annual budget and to recommend it to the Board of Directors for approval;

7) To advise and recommend in matters of business administration; to pass upon all proper requests for equipment and supplies; to point out possible economies; and to supervise activities of the school system;

8) To keep the Board of Directors continually informed on the progress and condition of the schools;

9) To conduct a continuous study of the development and needs of the schools and to keep the public adequately informed concerning his findings;

10) To represent the Board to the personnel and to represent the personnel to the Board through professional negotiations channels;

11) To give direct leadership to the Director of Public Information Services.

SOURCE: Shoreline Schools, Seattle, Wash.
DATE: 2/2/70

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RECRUITMENT OF SUPERINTENDENT

When an opening in the superintendency occurs the Board shall aggressively recruit in an effort to fill the position with the most capable person available. The Board shall consider only those candidates who meet both state and local qualifications and who display the ability to successfully carry out the duties of the superintendent.

The Board shall solicit applications from qualified members of the staff and may list the vacancy with placement offices at selected educational institutions in Kansas and in neighboring states with other educational placement agencies at its discretion.

Applications for the superintendency shall be screened and those candidates which appear to be most promising shall be interviewed. The Board shall endeavor to conduct interviews on a school day so that applicants may visit the schools of the district while they are in session.

The Board may, at its option, utilize the services of the retiring superintendent and/or of an outside consultant in both recruiting and interviewing candidates for the superintendency.

SOURCE: Unified School District #374, Sublette, Kansas
DATE: 5/4/70

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EPS/NSBA File: CED

APPOINTMENT OF SUPERINTENDENT

The superintendency of schools is becoming more demanding as the superintendent's responsibilities become more complex. The Board of Education realizes that it is therefore increasingly important to attract able persons to the superintendency by making the rewards of the position commensurate with its challenges. The Board further realizes that it is increasingly important to free the superintendent from the pressures of groups in the community by insuring his security from the threat of sudden and unjustified dismissal.

The Board of Education, upon the selection of a candidate or upon reappointment of the incumbent superintendent, shall endeavor to secure the dignity of position and the freedom of leadership appropriate to the responsibilities of the superintendent through an explicit contractural agreement. Such contract shall meet the requirements of Kansas law and the regulations of the State Board of Education and shall protect the rights of both the Board of Education and the Superintendent. The Board shall recognize that while it is a policy making body, the execution of policy is properly delegated to employed professional administrators.

SOURCE: Unified School District #374, Sublette, Kansas
DATE: 5/4/70

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EPS/NSBA File: (CEDA*)

SUPERINTENDENT'S CONTRACT
(A Working Guide)

NOTE: It is not possible to develop one model contract for all school systems. Good contracts should reflect the unique desires of the district, contain terms agreed to by both parties, and--of course--be in accord with state statutes. This sample contract is presented in the hope that it will provide the basis for intelligent discussion and improved board-superintendent relations.

It is hereby agreed by and between the Board of Education of the ..... School District No. .....located in ..... County in the State of .....(hereinafter called the Board) and (name of employee) (hereinafter called the Superintendent) that the said Board in accordance with its action as found in the minutes of the meeting held on the .....day of .....19... has and does hereby employ the said (name of employee) as Superintendent of Schools for a .....year period commencing ....., 19.... Both parties agree that said employee shall perform the duties of the Superintendent of Schools in and for the public schools in said District as prescribed by the laws of the State of ..... and by the rules and regulations made thereunder by the Board of Education of said District.

WITNESSETH

. That, in consideration of a salary of $.....to be paid the first year, $.....to be paid the second year, $.....to be paid the third year, and ...said Superintendent agrees to perform faithfully the duties of Superintendent of Schools and to serve as Executive Officer of the Board of Education. The annual salary shall be paid in equal installments in accordance with the policy of the Board governing payment of other professional staff members in the District.

. That the Board of Education hereby retains the right to adjust the annual salary of the Superintendent during the term of his contract, said salary adjustment not to reduce the annual salary below the figures stated above. Any adjustment in salary made during the life of this contract shall be in the form of an amendment and shall become a part of this contract. It is provided, however, that by so doing it shall not be considered that the Board of Education has entered into a new contract with the Superintendent nor that the termination date of the existing contract has been extended. However, the Board may by specific action extend the termination date of the existing contract if such extension is permitted by state law.

(See Overleaf)

. That throughout the term of this contract the Superintendent shall be subject to discharge for good and just causes, provided, however, that the Board does not arbitrarily or capriciously call for his dismissal and that the Superintendent shall have the right to service of written charges, notice of hearing, and a fair hearing before the Board. If the Superinendent chooses to be accompanied by legal counsel at the hearing, said legal expenses will be incurred by the Superintendent.

. That it is agreed that the Superintendent will furnish throughout the life of this contract a valid and appropriate certificate to act as Superintendent of Schools in the State of .....as directed by the Board of Education and that the Superintendent hereby agrees to devote his time, skill, labor, and attention to said employment during the term of this contract, provided, however, that the Superintendent, by agreement with the Board, may undertake consultative work, speaking engagements, writing, lecturing, or other professional duties and obligations.

. That the Superintendent will have complete freedom to organize, reorganize, and arrange the administrative and supervisory staff which in his judgment best serves the .....Public Schools; that the administration of instruction and business affairs will be lodged with the Superintendent and administered by him with the assistance of his staff; that the responsibility for selection (subject to board approval), placement, and transfer of personnel shall be vested in the Superintendent and his staff; and that the Board of Education, individually and collectively, will refer promptly all criticisms, complaints, and suggestions called to its attention to the Superintendent for study and recommendation.

. That should the Superintendent be unable to perform any or all of his duties by reason of illness, accident, or other cause beyond his control and said disability exists for a period of more than .....during any school year, the School District may in its discretion make a proportionate deduction from the salary stipulated, and if such disability continues for more than .....or if said disability is permanent, irreparable, or of such nature as to make the performance of his duties impossible, the school district may, at its option, terminate this agreement, whereupon the respective duties, rights, and obligations hereof shall terminate.

. That the Superintendent does hereby agree to have a comprehensive medical examination not less than once every two years and not more often than once each year; that a statement certifying to the physical competency of the Superintendent of Schools shall be filed with the clerk or secretary of the Board of Education and treated as confidential information by the Board, the cost of said medical report to be borne by the District.

. That the Board of Education shall provide the Superintendent with transportation required in the performance of his official

duties during his employment under this contract or shall provide him with $.....annually in lieu of transportation.

. That the Board of Education shall devote a portion or all of one meeting, at least annually, to a discussion of the working relationships between the Superintendent and the Board.

. That the Superintendent shall receive .....days vacation annually exclusive of legal holidays and shall be entitled to .....days sick leave annually. Vacation shall be taken within 12 months of the year in which it is earned and shall not be cumulative. Earned sick leave shall be cumulative to a maximum of .....days or as provided by state law or Board policy.

. That the Board of Education at the request of the Superintendent and when in accordance with state statutes shall withhold and transfer an amount of salary annually or semi-annually or ....., said amount to be determined by the Superintendent, permitting the Superintendent of Schools to participate, if he so desires, in a tax-deferred annuity program of his choosing.

. That the Superintendent shall attend appropriate professional meetings at the local, state, and national level, the expenses of said attendance to be incurred by the District.

. That the Board of Education shall reimburse the Superintendent for expenses incurred in moving his family, furniture, household goods, and related personal belongings from ..... to ....., said expenses not to exceed $.....

. That failure to notify the Superintendent in writing, no later than one full year prior to the termination of the contract, of the Board's intent not to renew the contract will automatically result in a one-year extension of the existing contract.

. That the Superintendent shall fulfill all aspects of this contract, any exception thereto being by mutual consent of the Board and the Superintendent. Failure to fulfill the obligations agreed to in this contract will be viewed as a violation of the administrators' Code of Ethics and will be reported by the Board to the appropriate State Association of School Administrators and state educational authorities.

Dated this .....day of ....., 19....

.....
(President, or Chairman, Board of Education)

.....
(Secretary or Clerk, Board of Education)

.....
(Employee)

(See Overleaf)

19

19

EPS/NSBA File: (CEDA*)

ACTION AMENDING EMPLOYMENT AGREEMENT
BY AND BETWEEN
BOARD OF EDUCATION AND SUPERINTENDENT

This is to certify that the employment agreement entered into by and between the Board of Education of ..... School District No. .....located in .....County in the State of .....and (name of employee) on ....., 19...., effective ....., 19...., is hereby amended by action taken by the Board at its regular meeting of ....., 19....: in accordance with authority contained in said employment agreement, the annual salary for the Superintendent of Schools shall be $.....

.....
(President, or Chairman, Board of Education)

.....
(Secretary or Clerk, Board of Education)

.....
(Employee)

SOURCE: Selecting a School Superintendent, a joint publication of the American Association of School Administrators and the National School Boards Association

DATE: 1968

* *NOTE: This exhibit offers an illustration of how to expand the EPS classification and coding system. Please see your EPS Handbook for a full explanation.*

SUPERINTENDENT COMPENSATION AND BENEFITS

Compensation. The Board agrees to pay the Superintendent compensation in biweekly installments from and after the beginning of employment at an annual rate to be determined by contract.

Such compensation shall be subject to appropriation as required by law and shall be paid upon certification by the Board or its duly authorized agent.

Fringe Benefits. The Superintendent shall be entitled to such life insurance, hospital, medical, and major medical insurance and leave for sickness or disability as is afforded to the professional staff of the Greenwich School System. He shall also be entitled to such vacations as shall be mutually agreed upon by him and the Board and he shall have the right during the term of this agreement to ask the Board to consider making further so-called fringe benefits available to him.

SOURCE: Greenwich Board of Education, Greenwich, Conn.
DATE: 12/70

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SUPERINTENDENT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The Superintendent shall keep himself informed of modern educational thought and practices by study, by visiting of other school systems, by attendance at educational conferences, and by such other means as may appear to be appropriate.

SOURCE: Greenwich Board of Education, Greenwich, Conn.
DATE: 12/70

* * * * *

The Superintendent of Schools shall attend, when practicable, the meetings of the national and state associations of school administrators, visit other school systems and engage in other similar activities in order that he may keep fully informed about modern theory and practice in the field of education. Expenses incurred in such service when authorized by the Board, shall be paid from the school fund as an expense of school administration.

SOURCE: Board of Education, Owensboro, Ky.
DATE: 1964

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EVALUATION OF SUPERINTENDENT

The Board shall evaluate the Superintendent annually in accordance with duly accepted personnel practices in relation to top executives. This evaluation shall be discussed with the Superintendent by the Board as a whole or with its duly designated representatives.

SOURCE: Special School District #1, Minneapolis, Minn.

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EVALUATION OF SUPERINTENDENT

Inferior

The superintendent displays irresolution in the conduct of his office, and tends to sway with pressures. He is inconsistent in his dealings with board, staff, and community so that it is difficult to align him with a position on any matter of importance. He displays a decided lack of professional leadership in his relations with board, staff, and community,

or

The superintendent is autocratic and authoritarian in the conduct of his office.

He frequently does not inform the board about school system operations and deals with the staff in an arbitrary, inconsiderate, and tactless manner. The board is kept isolated from contact with staff groups because of the superintendent's wish to be the sole representative of the staff with the board. He tends to stifle staff initiative. The local association is kept weak and ineffective through favoritism, manipulation, and fear of reprisal. The superintendent keeps contact and communications with the public to an absolute minimum.

Superior

The superintendent recognizes his responsibilities to both the school board and the professional staff. He maintains productive contacts with key individuals and groups in the community. Office staffing and procedures are such that he has time available for individual problems, group conferences, long-range planning, and dealing with various aspects of the educational program. He keeps the board informed about all educational and business operations of the system. Reports submitted to the board are in writing, clear, and concise, with specific recommendations where necessary. He avoids favoritism or factionalism in dealings with board, community, and staff. He recognizes and protects the right of teachers to negotiate through their professional association on matters of policy affecting staff personnel and the quality of the educational program, while protecting the rights of individuals and minority groups to make their views known. He keeps informed about educational developments in the school system, the state, and the nation, and is a spokesman for educational excellence.

☐ Inferior ☐ Below average ☐ Average ☐ Above average ☐ Superior

Action Needed To Close the Gap

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SOURCE: *Profiles of Excellence: Recommended Criteria for Evaluating the Quality of a Local School System*, p. 49. Copyright 1966 National Education Association. Used by permission.

NOTE: *Profiles of Excellence* is a 128-page book of "instruments" designed to encourage a comprehensive self-study and evaluation by local school boards, administrators, and professional associations of their school system's total operation. Copies are available from NEA Publication-Sales, 1201 Sixteenth St., N.W., Washington, D.C., 20036. Single copy: $1; discounts on quantity orders. Stock #381-1174.

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RETIREMENT OF SUPERINTENDENT

The usual retirement date for the superintendent shall be the first day of the month coinciding with or following the end of the school year in which he shall attain the age of 65. The Board may, at its option, employ the superintendent beyond his usual retirement date on a year to year basis until he shall reach his compulsory retirement date. The compulsory retirement date shall be the first day of the month coinciding with or following the end of the school year in which the superintendent shall attain the age of 70. A school year shall, for retirement purposes, be defined as the 12-month period beginning September 1 and ending August 31.

SOURCE: Unified School District #374, Sublette, Kansas
DATE: 6/1/70

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SCHOOL BOARD-SUPERINTENDENT RELATIONS

THE BOARD SHALL LEAVE IN THE HANDS OF THE SUPERINTENDENT ALL MATTERS OF DECISION AND ADMINISTRATION WHICH COME WITHIN HIS SCOPE AS EXECUTIVE OFFICER OR AS A PROFESSIONAL EDUCATOR AND AS DETERMINED BY THE ESTABLISHED POLICIES OF THE BOARD OF EDUCATION. WHILE IT RESERVES TO ITSELF THE ULTIMATE DECISION IN ALL MATTERS CONCERNING GENERAL POLICY OR EXPENDITURES OF FUNDS, IT WILL NORMALLY PROCEED IN THESE AREAS AFTER RECEIVING RECOMMENDATIONS FROM ITS EXECUTIVE OFFICER.

1. As its executive officer, the Superintendent is the principle contact between the Board and the staff and shall act as the spokesman for the staff insofar as school operations are concerned.

2. The Superintendent shall have the privilege of asking guidance from the Board with respect to matters of operation whenever he so desires. Where it may be necessary to make exceptions to an established policy, he shall submit such matters to the Board of Education for advice and direction.

3. The Superintendent shall assist the Board of Education in reaching sound judgments, establishing policies, and he shall place before the Board, when needed, helpful facts, information and reports resulting from research and investigation concerning the welfare and progress of the schools.

SOURCE: School District #428, DeKalb, Ill.
DATE: 3/69

(See Overleaf)

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SCHOOL BOARD--SUPERINTENDENT RELATIONS

We believe that the Hardy County Board of Education has no single area of greater responsibility than establishing good working relationships with the County Superintendent. Failure to meet this responsibility results in disruption of the educational program of the district and poor community attitudes about the schools. Unless harmony based upon mutual trust and understanding exists, a good educational program cannot be developed and the children of the County become the losers.

The Hardy County Board of Education shall strive to develop policies which shall facilitate good Board-Superintendent relations. Practices which facilitate good Board-Superintendent relationships include:

--a sincere desire to work together harmoniously in reaching the objectives of the district;

--a willingness to share credit and accept blame;

--planning the welfare of the students above personal prestige;

--accepting honest differences of opinion and not permitting them to result in feuds;

--and a clear-cut definition of the duties and responsibilities of both parties.

SOURCE: Hardy County Board of Education, Moorefield, W. Va.
DATE: 9/1/70

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POLICY IMPLEMENTATION

THE PROFESSIONAL SCHOOL ADMINISTRATOR CARRIES OUT IN GOOD FAITH ALL POLICIES DULY ADOPTED BY THE LOCAL BOARD AND THE REGULATIONS OF STATE AUTHORITIES AND RENDERS PROFESSIONAL SERVICE TO THE BEST OF HIS ABILITY.

The following examples illustrate but do not limit applications of this policy:

A. Adoption of policies not in conformity with the administrator's recommendations or beliefs is not just cause for refusal by the administrator to support and execute them.

B. It is improper for an administrator to refuse to work at his optimum level.

C. A school administrator has an obligation to support publicly the school board and the instructional staff if either is unjustly accused. He should not permit himself to become involved publicly in personal criticism of board or staff members. He should be at liberty, however, to discuss differences of opinion on professional matters.

D. If a situation develops whereby an administrator feels that to retain his position would necessitate that he violate what he and other members of the profession consider to be ethical conduct he should inform the board of the untenable position. In the event of his imminent dismissal the superintendent should request adequate reasons and if they are not forthcoming or if the situation is not resolved to his professional satisfaction he should report to the public.

SOURCE: Policy #6 of the Code of Ethics of the American Association of School Administrators

DATE: 1966

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ADMINISTRATIVE LEEWAY IN POLICY ABSENCE

In cases where emergency action must be taken within the school system and where the Board has provided no guides for administrative action, the Superintendent shall have power to act, but his decisions shall be subject to review by action of the Board at its regular meeting. It shall be the duty of the Superintendent to inform the Board promptly of such action and of the need for policy.

SOURCE: Fairfax County School Board, Fairfax, Va.
DATE: 12/18/67

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Recent readings...

° "Boards, Superintendents Should Try to Close Ranks" by Robert E. Wilson in Ohio School Boards Journal, January, 1971. Ohio School Boards Association, 3752 North High Street, Columbus, Ohio 43214.

° "Fringe Benefits for Superintendents of Schools." ERS Circular No. 3. 1970. Educational Research Service, 1201 Sixteenth St., N.W., Washington, D.C. 20036.

° Selecting the School Superintendent, a joint publication of the American Association of School Administrators and the National School Boards Association. Revised, 1968. Order from AASA, 1201 Sixteenth St., N.W., Washington, D.C. 20036.

° Streamlining Board Operations: The Superintendent's Role" by Harry A. Becker. Croft Leadership Action Folio 23. 1970. Croft Educational Services, 100 Garfield Ave., New London, Conn. 06320.

° "Studies Reveal Significant Differences Between Career Bound, Place Bound Superintendents" in R&D Perspectives. Spring, 1969. Inquire from ERIC/CEA, University of Oregon, Eugene.

° "The Board and the Superintendent Work Together" in Effective School Board Meetings by Jack L. Davidson. Parker Publishing Company, West Nyack, N.Y. 10994.

° "Understanding Today's School Administrator" in School Board Briefing Paper. November, 1969. Croft Educational Services, 100 Garfield Ave., New London, Conn. 06320.